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ABSTRACT

This third project of "The Museum Connection" is designed for sixth grade students and is devoted to New Harmony, Indiana's first utopian community (1814-24). Eight lesson plans include information on materials needed and activities. Goals include: (1) to compare and contrast modern-day New Harmony to Harmonie, Indiana in 1816; (2) to utilize brainstorming techniques in formulating a definition for "utopia;" (3) to create a utopia using the "Design a Utopia" game; (4) to summarize the Rappite Society in early Harmonie; (5) to be introduced to interpreting historical documents; (6) to hypothesize what life was like for a Rappite by interpreting the Pickering Map of Harmonie; (7) to determine how the town layout and buildings reflected the Harmonists' needs and beliefs; (8) to be introduced to modern day construction techniques; (9) to design a scale drawing of a home; (10) to view Harmonist dwellings; (11) to compare and contrast Harmonist food preparation to modern day cooking methods; and (12) to create a slide show. (BZ)

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THE MUSEUM CONNECTION

GRADE SIX

EARLY HARMONIST LIFE AND CONSTRUCTION TECHNIQUES

UNIT V - DRAFT #2

THE MSD OF MT. VERNON

Mt. Vernon, Indiana

1987

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THE MUSEUM CONNECTION

A COLLABORATIVE PROJECT FOR CHALLENGE PROGRAM STUDENTS

MSD OF MT. VERNON
NEW HARMONY STATE HISTORIC SITE
INDIANA STATE MUSEUM

INTRODUCTION

Last spring, students in the fourth and fifth grades at Farmersville Elementary worked on-site at New Harmony State Historic Site. Students worked with historical documents and artifacts for one semester. When the fourth grade classes visited New Harmony for a field trip, students involved in the MUSEUM CONNECTION acted as curators. Some also became a part of the ongoing "Kids as Curators" club and helped to guide tours over the summer. The program was so successful that we are offering it to all Challenge students in the district this spring.

The program this spring will run for a nine week period. Curriculum has been revised and developed by Owen Glendenning, Curator of the New Harmony State Historic Site and Marsha Chastain, Coordinator of Gifted and Talented Education for the MSD of Mt. Vernon.

Because historical objects have a powerful presence, they can be equally powerful as educational tools. Historic sites and the professionals which staff them are uniquely qualified to deal with these objects and their context. By teaching students methods of interpreting artifacts and documents, students can develop higher-level cognitive skills that will serve them well all their lives.

THE MUSEUM CONNECTION is an educational program designed to teach these skills. It consists of three distinct projects. Fourth grade students will study HOME LIFE IN NINETEENTH CENTURY NEW HARMONY, (1840-60); fifth grade students will work with and reproduce a newspaper from THE OLD SLATER PRINT SHOP, (late 19th century); and sixth grade students will concentrate their studies on NEW HARMONY'S FIRST UTOPIANS, (1814-24).

PROGRAM GOALS:

1. To encourage collaborative educational programming by New Harmony State Historic Site, part of the Indiana State Museum System and the MSD of Mt. Vernon.

2. To develop and promote the use of historic sites as educational tools.
3. To develop a format for collaborative educational programming for use throughout the Indiana State Museum System.
4. To develop an appreciation for our heritage.
5. To develop an understanding of changes that have occurred in society, both technologically and socially, since 1814.
6. To develop specific historical research skills appropriate to the abilities of the students.

MUSEUM CONNECTION

SCHEDULE

SPRING, 1987

Week of:

February 23 - in class

March 2 - New Harmony

March 9 - OM competition-class

March 16 - in class

March 23-SPRING BREAK-NO CLASSES

March 31 - New Harmony

April 6 - in class

April 7 - Grade five visits Evansville Press. (Leave school
9:45 A.M.)

April 8 - Grade six visits construction site (TENTATIVE)

April 13 - New Harmony

April 20 - in class

April 27 - New Harmony

May 4-8 - SCHOOL FIELD TRIPS

May 6 -EVENING RECEPTION FOR ADMINISTRATORS, PARENTS, TEACHERS,
STUDENTS, STATE OFFICE HOLDERS

HARMONIST LIFE AND CONSTRUCTION TECHNIQUES

GRADE SIX PRE-TEST/POST TEST

NAME:

DATE:

ANSWER THE FOLLOWING QUESTIONS:

1. Where did the early Harmonists come from?
2. Why did the early Harmonists choose the Wabash River area for their new home?
3. What existed on the Wabash around 1816?
4. What is a utopia?
5. What did a resident in early Harmonie do in a day? (from dawn to dusk)
6. Name another group of people who experimented with community socialization.

How were they like/not like the Harmonists?

7. How did the town layout of early Harmonie reflect the needs and values of the early Harmonists?

8. How can you identify an early Harmonist home in New Harmony today?

9. What is a Dutch Biscuit?

10. How were Harmonist building techniques like modern day construction techniques?

11. How were the Harmonist building techniques different from our modern day construction techniques?

12. What were the advantages to living in early Harmonie,

Indiana?

13. What were some disadvantages to living in early Harmonie?

14. What happened to the Rappites? Why aren't they present anywhere today?

LESSON ONE

CLASS MEETING ONE

TITLE: Harmonie, Indiana, 1816

PURPOSES:

- To administer pre-test
- To compare/contrast modern-day New Harmony, to Harmonie, Indiana in 1816
- To hear a local storyteller share her family's diary of the journey to this area
- To utilize brainstorming techniques in formulating a definition for "utopia."
- To create a Utopia using the DESIGN A UTOPIA game

MATERIALS NEEDED:

- Local storyteller (Nonnie Robison)
- Pre-test for unit
- Pencil
- Paper
- DESIGN A UTOPIA game

INTRODUCTION:

The pre-test for this unit will be administered during the first twenty minutes of class. The local storyteller will be introduced and share her family's journal of life to this area in the early 1820's. Students will design a utopia of their own, using the DESIGN A UTOPIA game.

ACTIVITIES:

1. Administer pre-test.
2. Introduce Nonnie Robison to students and have her dressed in period style, telling of her family's journey here, and what life was like in this early around 1820.
3. Introduce the Rappites and Father Rapp as being an early group of settlers to the region. Elicit responses as to why they may have come here from Harmonie, Pennsylvania and left their comfortable lives in the East.
4. Have students brainstorm the meaning of the word UTOPIA. Have the group come up with their own meaning.
5. Relate to the students that the Rappites came here to form and live in their own utopia.

6. Have students discuss what a modern-day utopia for them would be. Using the DESIGN A UTOPIA game, students will create their own utopia.

HOMEWORK 1B "THE PERFECT LIFE!"

(This is optional and should be assigned only if the DESIGN A UTOPIA game is unavailable.)

Students are to assume the role of being the leader of 800 people who are dissatisfied with their lives here in Mt. Vernon. Have them describe their Utopias in the form of a newspaper article, a "60 Minute" type format, a cassette (They can include music with their narratives!) or any other style they feel will be effective. Information to be included should be:

The location of the society and why it was chosen (on earth or somewhere else in the universe)

The public buildings necessary in the utopia

Where people would live

Transportation

How food will be provided

Other factors such as education and entertainment

What the most important thing in this new society is (What makes it a utopia?)

LESSON TWO

ON-SITE MEETING ONE

TITLE: New Harmonie: An Example and a Beacon

PURPOSES:

- To summarize the Rappite Society in early Harmonie
- To view the film "New Harmonie: An Example and a Beacon"
- To be introduced to interpreting historical documents
- To form conclusions as to why the Rappites left Harmonie, Pennsylvania and moved to Indiana
- To list what one would expect to see in Harmonie after the Rappites had been here for two years (1816-18)

MATERIALS NEEDED:

- Homework assignment 1B
- Paper
- Pencil
- Excerpts from texts:

describing the journey of the Rappites to Harmonie, Indiana
(One per student)

Film "New Harmonie: An Example and a Beacon"

INTRODUCTION:

After viewing the film, students will be given excerpts from historical documents describing the journey to the Wabash in 1816. Students will deduce information from documentation to form conclusions about the trip and what the Rappites found when they reached the Wabash. For the homework assignment, students will assume the role of an early Rappite and write an entry in their journal about life in a day in early Harmonie, Indiana from dawn to dusk.

ACTIVITIES:

1. Collect homework assignments 1B. (To be shared at next class meeting.)
2. Introduce what life was like in early Harmonie by showing the film "New Harmonie: An Example and a Beacon."
3. Discussion of film will follow.
4. Introduce students to the procedure used in reading historical documents.

5. Give each student a copy of excerpts from the following texts:

6. Working in groups of two, students will interpret the documents to deduce the following:

The reasons for the Rappites leaving Harmonie, Pennsylvania

What the Rappites were looking for here in Southern Indiana

What the Rappites could expect to find on the Wabash in 1816

What the Rappites needed to bring with them to Indiana
(Building materials, supplies, people with specific occupations, etc.)

What products were produced in Indiana once the Rappites were settled.

7. After discussion of the above, students will make a list together, of what they might expect to see in Harmonie, Indiana after the Rappites had been here for two years. (1816-18)

HOMEWORK 2A "REFLECTIONS ON RAPPITE LIFE"

Students will assume the role of a real person, or a fictional person and write a journal entry of a day in their life in early Harmonie, Indiana, during the time of the Rappites. They should describe their day from dusk to dawn, and tell what they did after it was dark. They should include information about their business or occupation, chores, friends, religion, music, food, food preparation, social life and town surroundings.

LESSON THREE

CLASS MEETING TWO

TITLE: Experiments in Socialization

PURPOSES:

To compare/contrast homework 1B assignments regarding modern day utopias

To relate homework assignment 2A (journal entries of a day in the life of a Rappite) to modern day life in New Harmony

To summarize the pros and cons of the Rappite society

To compare/contrast the Rappite society to other leading experiments in community socialization

To hypothesize what life was like for a Rappite by interpreting the Pickering Map of Harmonie

MATERIALS:

Homework 1B assignments

Homework 2A assignments

Paper

Pencil

Copy of the chart, SOME LEADING AMERICAN EXPERIMENTS IN COMMUNITY SOCIALIZATION (One per student)

Copy of the PICKERING MAP of Harmonie (One per student)

LEADING EXPERIMENTS IN COMMUNITY SOCIALIZATION worksheet

Overhead pencils (one per student)

INTRODUCTION:

After students share their two homework assignments, they will be given the opportunity to compare/contrast the Rappite society to other leading groups in America who experimented in community socialization. The homework assignment will be to interpret the PICKERING MAP of Harmonie.

ACTIVITIES:

1. Students will compare/contrast homework 1B assignments on the modern day utopias. They may wish to discuss how they were all alike and what made each of them different. Have students compare/contrast their utopia with Father Rapp's society. Have students hypothesize the duration of their utopia. Ask them to find out how long the Rappites stayed in New Harmony.

2. Students will share homework 2A assignments. (Journals telling of a day in the life of one of the Rappites.) Have them relate their journals to a typical day in their life.

3. Discuss the pros and cons of the Rappite society. Students may have a debate with half of them being pro Rappite and the other half against the society. Give students about ten minutes to prepare their speeches and gather evidence.

4. After the debate, have students discuss how the Rappite society could have been improved. Have them discuss how we can improve our present day society.

5. Distribute copies of the chart, SOME LEADING AMERICAN EXPERIMENTS IN COMMUNITY SOCIALIZATION. Distribute the worksheets to assist students in analyzing the charts. Give students ten to fifteen minutes to work on these in small groups. Afterwards, discuss the worksheets and charts as a whole group.

HOMEWORK 28 "DESIGN FOR A UTOPIA"

Students may choose one of the following assignments:

1. After distributing copies of the PICKERING MAP of Harmonie and an overhead pencil to each student, direct students to use their journals from the previous homework assignment and the overhead pencil, to map out a typical day for a Rappite. At this point, students may wish to alter their journals, or make a new list (with corresponding numbers drawn on the map) and MAP OUT a day in the life of a Rappite.

2. Students may write an editorial about why they think the town was laid out the way it was. Have students discuss the location of the public buildings and the residences. Why are there dormitories? Where do we find dormitories in our state (or nation) today?

NAME:

DATE:

SOME LEADING AMERICAN EXPERIMENTS IN COMMUNITY SOCIALIZATION

1. How are these societies all alike?

2. In what ways do they differ?

3. Which society lasted the longest?

4. Which society had the shortest duration?

5. Which societies seemed to be most similar to the Rappites?
How were they alike?

6. Where were the majority of these societies located? Why do
you think this is so?

7. Which societies are you familiar with? What do you know
about them that is not included on this chart?

8. If your family decided to join one of these societies, which one would you choose to live in? Why?

9. Which society was the wealthiest? Why do you think this is so.

10. How was your modern day Utopia like any of these societies?

11. How was it different?

12. Research one of the societies on this chart and write 5 additional facts about it that are not included on this chart.

1.

2.

3.

4.

5.

LESSON FOUR

ON-SITE MEETING TWO

TITLE: Models of Harmonie

PURPOSES:

To view two models of the town layout of Harmonie, Indiana
To determine how the town layout and buildings reflected the
Harmonists needs and beliefs

MATERIALS

Hand-out on Harmonist Construction (one per student)
DIORAMA OF HARMONIE - Solomon Wolf Home
TOWN MODEL OF HARMONIE - Antheneum
Homework 2B assignments (PICKERING MAP)
Paper
Pencil

INTRODUCTION:

Students will share homework 2B assignments concerning the
PICKERING MAP of Harmonie. They will then view the diorama and
model of early Harmonie. The homework assignment will be a
hand-out on Harmonist construction techniques.

ACTIVITIES:

1. Students will share their 2B homework assignments of the
PICKERING MAP of Harmonie. Discussion may follow concerning
alterations in daily journals, the reasons for the town being
laid out the way it was, the purpose of the public buildings,
etc.
2. Students will visit the Solomon Wolf home to view and
discuss the diorama of early Harmonie.
3. Students will visit the Antheneum to view the town model of
Harmonie. Discussion will follow. Some questions that may be
investigated are:

Why are the public buildings located where they are?
How did the town layout suit the Rappites needs and meet
their beliefs?
How can you tell if anyone is more important than the others
in this society?
Why was the Labyrinth included in the town plan?
Where is the Labyrinth located today?
What was the purpose of the town square?

Why were dormitories necessary?

HOMEWORK 3A "HARMONIST CONSTRUCTION"

Students will read and study the hand-outs on Harmonist Construction Techniques.

LESSON FIVE

CLASS MEETING THREE

TITLE: Modern Construction Techniques

PURPOSES:

- To be introduced to modern day construction techniques
- To visit a local construction site
- To create a home using the PLAN-A-FLEX kit
- To design a scale drawing of a home

MATERIALS NEEDED:

- Graph paper (one sheet per student)
- Paper
- Pencil
- PLAN-A-FLEX kit from the resource kit

INTRODUCTION:

Students will visit a local construction office and will be introduced to modern day construction techniques. After returning to the classroom, students will compare/contrast modern day construction techniques with those of the Rappites. Students will create a home using the PLAN-A-FLEX kit. The homework assignment will be to design a scale drawing of their own home.

ACTIVITIES:

1. Students will visit a local construction office. If possible, they will also visit a local construction site. They will be introduced to the steps taken in building a home, as well as the construction techniques. (Prefabricated homes may be included)
Discussion should include materials used for insulation, wall cover, flooring, roofing, etc.
2. After returning to the classroom, students will work as a group to create a home, using the PLAN-A-FLEX kit. They should be sure the home will suit their needs and reflect their interests.
3. Discussion of completed plan will follow. Students will discuss how their plan is like/unlike their own home and also compare/contrast it to a Harmonist dwelling.

HOMEWORK 3B "MY HOME TO SCALE!"

Distribute sheets of graph paper to the students. They will then be instructed to make a scale drawing of the floor plan of their home. They need not include furniture.

LESSON SIX

ON-SITE MEETING THREE

TITLE: Construction Now and Then!

PURPOSES:

- To share homework 3B assignments
- To view Harmonist dwellings
- To investigate Harmonist construction techniques
- To hypothesize the purpose of rooms and furnishings in the David Lenz home
- To compare/contrast Harmonist food preparation to modern day cooking methods

MATERIALS NEEDED:

- Homework 3B assignments
- Pencils
- Paper
- Ingredients for recipe for David Lenz home
- Wood (for stove in David Lenz home)
- Cooking utensils for baking recipe
- Hand-outs on Harmonist Construction Techniques (from Homework 3A)

INTRODUCTION:

After students summarize their scale drawings of the floor plans for their homes, they will tour the log cabins and the David Lenz home. Students will compare/contrast Harmonist construction techniques with present day techniques. They will be given the opportunity to bake a Rappite recipe on the wood-burning stove in the David Lenz home. The homework assignment will be a short editorial on home construction past and present.

ACTIVITIES:

1. Students will share their scale drawings of the floor plans of their homes. Discussion will follow as to problems they faced, improvements they would like to make in their plans, how their floor plans meet their families' needs, etc.
2. Students will review the Handout on Harmonist Construction Techniques.
3. Students will observe the Harmonist construction techniques in the log homes and determine the purpose of the rooms and furnishings.

4. Students will observe the Harmonist construction techniques in the David Lenz home and determine the purpose of the rooms and furnishings.

5. Using the wood-burning stove in the David Lenz home, students will bake a Rappite recipe of cookies. They will compare/contrast this method of food preparation to modern day cooking methods.

HOMEWORK 4A "HOMES NOW AND THEN"

Students will write a short editorial concerning their opinion of home construction past and present. They will determine if we "cut corners" today, or whether or not our present day construction techniques are more durable than those of the Harmonists. Students should include information on what we omit in our buildings today, that Harmonists included, and the advantages and disadvantages of both methods of construction. Students may also consider the role of furniture. How is the furniture in their homes different from what they saw in the Harmonist homes?

LESSON SEVEN

CLASS MEETING FOUR

TITLE: Reception Conception

PURPOSES:

To share homework 4A assignments (editorials on past and present construction techniques)

To create a slide show for the evening reception

MATERIALS NEEDED:

Slides (that have been developed and taken throughout the unit)

Slide projector

Two cassette players

Blank cassettes

Variety of tapes (Instrumental)

Paper

Pencils

Homework 4A assignments (editorials on past and present construction techniques)

Musical instruments (optional)

INTRODUCTION:

After sharing 4A homework assignments, students will view slides of their learning experiences in New Harmony. They will create a slide show by choosing the slides and adding dialogue and music.

ACTIVITIES:

1. Students will share homework 4A assignments. They may take sides and debate the issue: "Which building techniques are more sound - present-day, or Harmonist?" Give students approximately ten minutes to gather their information and support.

2. Students will view all of the slides taken on-site and in class during this unit. They will select the ones they would like to show and narrate for the evening reception.

3. Students will listen to a variety of different kinds of music. They will choose the music, or may decide to play their own instruments, for background music, while narrating their slide show.

4. Students will delegate parts for the slide show and will

create the dialogue to be used for the slide show.

5. If prepared to begin, students will compose the cassette tape to accompany the slide show for the evening reception.

HOMEWORK 4B "PERFECT PRESENTATION!"

Students will edit and improve the cassette they have prepared for the slide show.

LESSON EIGHT

ON-SITE MEETING FOUR

TITLE: Harmonist or Not?

PURPOSES:

- To identify Harmonist homes in present-day New Harmony
- To view the Harmonist construction techniques model in Dormitory #2
- To make a model of and/or view a number of Harmonist construction techniques
- To view the completed slide presentation

MATERIALS NEEDED:

- Harmonist Construction Techniques hand-out (from 3A homework)
- Slide projector
- Slides from New Harmony unit
- Cassette player
- Cassette, prepared with dialogue and music for the slide show
- Paper
- Pencil
- Materials for making one or more of the following:
 - Dutch Biscuit
 - Shingle
 - Mortise and tender
 - Score and plaster
 - Bricks (or students may lay the bricks)

INTRODUCTION:

Students will take a walking tour of New Harmony to spot-check Harmonist homes or buildings. After viewing the construction techniques model in Dormitory #2, students will make models of various Harmonist construction techniques.

ACTIVITIES:

1. After briefly reviewing the hand-out on Harmonist Construction Techniques, students will take a walking tour of New Harmony to spot-check Harmonist homes and buildings.
2. Students will return to Dormitory #2 to view the construction techniques model.
3. Students will make models of and/or view the following:

Dutch Biscuit
Shingle
Mortise and tender
Score and plaster
Bricks

4. If time allows, students will critique their slide presentation for the evening performance. If they wish to wear any type of costume for the evening reception, this can be discussed at this time.

Resource

State Museum

G/T FARMERSVILLE KIT MASTER INVENTORY

New Harmony also
has these
materials

- 1 Plan-A-Flex
- 1 American Origami
- 11 Melodrama Masks
- 1 Advertising Postcards (Victorian)
- 8 Quill pens
- 1 Ink well
- 1 Loom (2 Harness)
- 1 Hank of flax
- 1 Spool Warp cotton, magenta
- 1 Deck cards, "GREAT WOMEN" series (writers and poets)
- 1 Flatiron
- 1 Rugbeater
- 1 Potscraper
- 1 Toaster
- 1 Cloak
- 1 Hat
- 1 Bowtie
- 1 Fan
- 1 Printing Mallet
- 1 Line of print (welcome)
- 1 Set Paper Dolls, Tom Tierney American Family of the Civil War
- 1 Print set of type for sign making
- 1 Block Print Brayer
- 1 Block Print Handle and 3 Blades
- 6 Linoleum sheets (3x4)
- 1 Speedball Watersoluble black ink tube
- 1 Set Fabric Swatches
- 1 Bag assorted jewelry
- 1 Pr glasses
- 1 Rock specimen set
- 1 Shell specimen set
- 1 Bag Loose Rocks/Minerals
- 1 Bag Loose Shells
- 1 Rubbing set
- 1 Victorian paper master...valentine
- 1 Large Broadside
- 1 Copy Madison, IN newspaper mid1800s
- 5 Copies Vincennes news
- 1 Copy Corydon news

GAMES

- 1 Made For Trade
- 1 Homework Bingo
- 1 Music Maestro
- 1 Act One
- 1 Main Street (Puzzle)

BOOKS

- 1 Harmonist Construction, Don Blair, Indiana Historical Society
- 1 Robert Dale Owen's Travel Journal 1827, edited by Josephine Elliott

MASTER INVENTORY cont'd

- 1 New Harmony's First Utopians, Donald E. Pitzer, Josephine Elliott
- 1 New Harmony, Indiana: Robert Owen's Seedbed for Utopia, Donald F. Carmony, Josephine Elliott
- 1 Celebration of American Family Folklore, Smithsonian Collection 1982
- 1 The Light Of The Home, Harvey Green

BOOKS (Children's)

- 1 Stories of Chivalry, Retold From St. Nicholas 1886
- 1 McGuffey's Fifth Eclectic Reader 1879
- 1 Lenny, The Orphan, Margaret Hosmer 1869
- 1 Peter Piper's Practical Principles of Plain and Perfect Pronunciation 1830
- 1 Kate Greenaway's Book of Games (19th Century)
- 1 Understanding and Collecting Rocks and Fossils Usborne Hayes 1983
- 1 Magic Mirror, McLoughlin Bros. 1979
- 1 Common Edible and Useful Plants of the east and midwest, Muriel Sweet, 1975
- 1 Arranging Your Collection, B. Bornancin (Burke Books) 1983
- 1 My Backyard History Book, David Weitzman 1975 (The Brown Paper School)

- 1 Dutch Bisquit
- 1 Pickering Map

INVENTORY
OF
PRINTED MATTER.

1. Thomas Say- description
2. Shells
3. Rocks and Minerals
4. Architecture-Inside Out, Outside In
5. Household Artifacts
6. Peter Piper's Practical Principals, etc.
7. Paper Dolls of the Civil War
8. Communal Life
9. The Melodrama
10. Music and the Harmonists
11. Theater and the Owenites
12. Juvenile Choir
 - a. Preface
 - b. "A Child's Morning Thoughts"
 - c. "Vacation Song"
 - d. "The Grove"
 - e. "Awake the Song of Merry Greeting"
 - f. "The School"
 - g. "The Boat Race"
 - h. "The Child's First Grief"
13. The Boston Melodeon
 - a. "The Star Spangled Banner"
 - b. "Here Rests My Wife"
14. Practical Course of Instruction in Singing
 - a. "The Autumn"
 - b. "The Mill"
 - c. "Autumn Song"
 - d. "The Work-Room"
15. Hand-Bills
 - a. Private Theatricals
 - b. New Harmony Opera House
16. Script-"Getsy Baker" -a farce
17. "What Time is It"
18. "Your Friendly Neighborhood Museum"
19. "Over and Under, Over and Under"
20. The Palmer Method of Business Writing
21. Inventory-Estate of Mrs. Jane Dale Fauntleroy - Outstanding Bills
22. Inventory-Estate of Mrs. Jane Dale Fauntleroy
23. Inventory-Estate of Mrs. Jane Dale Fauntleroy
24. Inventory-Estate of Mrs. Jane Dale Fauntleroy
25. Genealogy
26. "Printer's Cap"
27. Ledger Entries
 - a. Contra
 - b. Dramatic Appreciation
28. Ledger Entries
 - a. Advertisements
29. Background of the Old Printing Office in New Harmony
List of Persons Who Worked in the Slater Print Shop, Period 1850-1932
30. "How Much is Enough?"-insulation
31. Hand-bills- "Opera - House!" and "Opera House"-laminated - F
32. Music-"Tis home where'er the heart is"- by Robt. Dale Owen-laminated
33. Photograph-Board of Gen. Fed.
34. Photograph- Miss Mary Emily Fauntleroy - NH
35. Photograph-Niagara Falls - NH
36. Photograph-The Four Parke Sisters - F
37. Photograph- Two Victorian Girls - F
38. Photograph-Boy in Knickers - F
39. Photograph-Boy in Sailor Suit - F